

ASPIRA, Inc. OF NEW JERSEY

EXECUTIVE OFFICE

390 BROAD STREET, NEWARK, NEW JERSEY 07104 • 201-484-7554 • FAX 201-484-0184

LETTER OF AGREEMENT

LEADERSHIP
THROUGH
EDUCATION

NOEMI VELAZQUEZ
CHAIRPERSON

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ANIBAL RAMOS

MARGARET ROSARIO-RIVERA

MIRVA RIVERA

IVETTE D. SANTIAGO-GREEN, ESQ.

This agreement is entered into between the Newark Public Schools and ASPIRA, Inc. of New Jersey for the purpose of collaborating on the ASPIRA/AmeriCorps Program. ASPIRA, Inc. of New Jersey, an organization that provides Leadership Development and Dropout Prevention Programs for minority urban youths at risk of dropping out of school, will operate, monitor, and evaluate the AmeriCorps Program. The Newark Public Schools will permit ASPIRA, Inc. of New Jersey to operate the program for 200 students enrolled at the Dr. Horton School, and the Luis Munoz Marin Middle School. The program will run during the 1997-98 school year. The collaborating partners are:

Roberto Del Rios
Executive Director
ASPIRA, Inc. of NJ
390 Broad Street
Newark, NJ 07104
(201) 484-7554

Ms. Lydia Silva
Assistant Superintendent
Newark Public Schools
Rafael Hernandez School
345 Broadway, Suite 315
Newark, NJ 07104
(201) 479-5762

By signing this agreement, ASPIRA, Inc. of New Jersey agrees to:

- * Provide in-class teacher assistance, after school tutoring, and coordinate community service projects that are meaningful to students.
- * Maintain careful program records and collect data on program operations and effectiveness in improving academic performance, and reducing the school dropout rate.
- * Provide reports, as required, to the funding source.
- * Prepare quarterly reports to be used in evaluating the program on an ongoing basis; to ensure that the program is operating as designed, and meeting its goals in terms of both the process and the impact on the student.

* Evaluate the effectiveness of the AmeriCorps Program. This will be done at the end of the year. Students, parents, teachers, school guidance counselors, and representatives from sites where community service projects were conducted will all participate in the evaluation.

* Provide liability insurance for the program.

The Newark Public Schools agree to:

* Assign at least one guidance counselor in the Dr. Horton School and the Luis Munoz Marin Middle School to be in charge of referring prospective students to the program, advising on the academic needs of the student, and providing academic records when needed.

Both parties agree to:

* Maintain and share records of the activities conducted jointly.

* Maintain the confidentiality of the clients and staff members of the program.

This agreement will be effective from July 1, 1997 through June 30, 1998, unless otherwise agreed upon by the parties involved, and may be voided by mutual consent.

Roberto Del Rios
Executive Director
ASPIRA Inc. of NJ


(Signature)

2/21/97
(Date)

Lydia Silva
Assistant Superintendent
The Newark Public Schools


(Signature)

2-25-97
(Date)

3. Goals, Objectives, and Outcomes

The Goals of the Initiative

1. To improve the academic performance of the program participants.
2. To enhance the civic responsibility of Newark children.

Performance Objectives Including Timeline

1. To identify and select 12 ASPIRACorps members by September 30, 1997
2. To offer two weeks of training to the ASPIRACorps staff by October 15, 1997.
3. To identify 600 students that are benefiting directly from the ASPIRACorps Program by January 31, 1998.
4. To offer in class teaching assistance to a minimum of 20 classrooms by November, 1997.
5. To ensure that 70 students receive tutoring on a weekly basis through the end of June, 1998.
6. To ensure that 120 students are exposed to the Time to Read literacy program by the end of June, 1998.
7. To offer literacy training opportunities to 5 teachers from the Newark School District by December, 1997.
8. To expose 120 students to a minimum of 4 community service activities by the end of May, 1998.
9. To improve the overall academic progress of 150 students as reported through report cards and teacher evaluations by June, 1998.

Outcomes the Program Hopes to Achieve

Both the students and ASPIRACorps members will benefit from the program. The anticipated outcomes that will result from the program include improved academic performance, school attendance, and classroom behavior; improved attitudes about school and learning; increased self-esteem; promotion to the next grade; and increased parental involvement in school activities.

The program provides members the opportunity to increase their practical and professional skills, through training and work experience as they provide in-class teacher assistance, tutoring services, and plans and conduct enrichment activities and service learning activities. One hundred percent of the AmeriCorps

members who completed the program last year have expressed an interest in pursuing careers in the area of education and community-related services. At last year's Recognition Ceremony, one Corps member expressed the sentiments of all of his fellow workers who had worked so hard with the students, "Watching at-risk students proudly receive academic improvement and community service awards, makes my contribution to AmeriCorps an experience I'll remember and value for the rest of my life."

4. Collaboration, Comprehensiveness (holistic) and Community Based

a. Collaboration

The following agencies, organizations and community groups are involved in the collaborative effort for this initiative:

* The Newark Public Schools: We have had a collaborative partnership since 1968. The ASPIRA Programs are school-based. We are provided with office space for our Corpsmembers; classroom space for after school tutoring; access to school guidance counselors and teachers from whom we receive student referrals and with whom we discuss the academic status of the students and any problems they may have; and access to student records and reports. ASPIRA neither pays the Newark Public Schools nor do we receive any remuneration from them.

* La Casa de Don Pedro: We shall provide them with the services of two AmeriCorps members, who will tutor the children in their after school program and summer day camp, twice per week. There will be no charge to them for the AmeriCorps tutoring services.

* Other Community Service Projects: The AmeriCorps members will coordinate a variety of meaningful community services in which their students will be involved. Past projects have included: helping in Goodwill Mission's soup kitchen; hosting a Halloween party for children in St. Michael's Hospital, on "Make A Difference Day;" giving a holiday party for the residents of a senior citizens center; and designing and making a peace quilt, to be hung in the Luis Munoz Marin Middle School.

How Collaboration with These Organizations Will Meet the Needs of the Targeted Population

Collaboration with the Newark Public Schools is mutually beneficial, and essential in our work in serving Newark's disadvantaged youths. We have had an excellent working relationship with the Newark Public Schools for more than 29 years. We access the children in our programs through the Newark Public Schools, and work closely with school guidance counselors, teachers, and administrators. We meet on an ongoing basis, whenever the need arises.

Newark children in the the After School Program and Summer Day Camp of La Casa de Don Pedro and the After School Program of FOCUS will also benefit from the ASPIRACORPS Program. Each of the agencies will be provided with two Corps Members who will tutor their students twice per week throughout the year.

ASPIRA, FOCUS, and La Casa de Don Pedro are all members of the Essex County Latino Community Based Organizations Collaboration. The other members of the organization are CURA

and the St. Columba Neighborhood Club. The organization was established to enhance the ability of its member organizations, through collective efforts, to rebuild and preserve neighborhoods and support its citizenry through human and economic development programs that address the emerging needs of Latinos. The members meet once per month, and work closely together in addressing the needs of their clients, and have an active interchange in referring clients for one another's services.

b. Comprehensiveness

How the ASPIRACORPS Program Identifies the Complete Health, Psychological, Educational/vocational and Social Service Needs of Families.

* The ASPIRACORPS Program focuses on the educational and psychological needs of disadvantaged inner city youths. ASPIRA recognizes that in order to help the child, we must also help the family. Therefore, we have developed the APEX (ASPIRA Parents for Educational Excellence) Program. A trained APEX Counselor/Parent Advocate works closely with parents, providing parenting skills workshops, individual counseling, and home visits, in order to have parents become more involved in the education of their children. The parent is encouraged to speak freely and in confidence with the counselor about any needs he/she may have. ASPIRA has established working relationships with many social service and health providers in the Newark area, and will refer families for those services (e.g., housing, substance abuse treatment, job training, etc.) that it does not provide. The Corps members will also work with the parents in assisting their children.

Information That Addresses All Aspects of the Problem the Program Was Designed to Improve; And Services that Will Be Available to Clients

* The ASPIRACORPS Program provides early intervention counseling, academic support, tutoring, and community service activities to students in grades 6 to 8 who are at risk of dropping out of school. Corps members, who are for the most part bilingual, are school based and provide in-class teacher assistance, as well as after school tutoring. The program targets students who traditionally encounter developmental problems in school as well as with their families and peers.

The ASPIRACORPS Program provides students with extensive academic support, tutoring, and meaningful community service involvement. Students (and their parents) are counseled about, goal setting, and personal and academic problems. Parental involvement is facilitated through workshops and counseling sessions conducted by the APEX Coordinator/Parent Advocate.

The anticipated outcomes that will result from the ASPIRACORPS Program include improved academic performance, school

attendance, and classroom behavior; promotion to the next grade; and increased parental involvement in school activities.

How Facilitating Access Into the Health, Education or Social Service Systems for Identified Service Needs Will Be Accomplished.

Should a student or parent need a service that the ASPIRACORPS cannot provide, Corps member will contact the Program Director. The Program Director will assess the situation, telephone an agency who can provide the needed service, and write a letter of referral for the student or his/her family. Every effort is made to help resolve the problems and needs of the students and their families, in a supportive and compassionate manner.

C. Community-Based

* The ASPIRACORPS Program is designed to meet the critical educational needs of Newark's middle school students, who are at risk of dropping out of school. It is in line with the following objectives of the Strategic Plan of the Newark Public Schools:

+ By June 2000, all Newark Public Schools will restructure their educational programs to address the needs associated with early childhood, intermediate, middle and secondary developmental stages.

+ By June 2000, as a result of curriculum development and implementation, 75% of 4th graders, 80% of 8th graders, and 85% of 11th graders will demonstrate mastery of state mandated assessment. Students' performance on the Scholastic Aptitude Test will also show an improvement of 40 points. All students will further demonstrate mastery of content area standards.

+ By June 2000, the ESL curriculum and Bilingual Programs will be content driven and aligned with the State Core Curricula; the district will initiate aggressive programs to incorporate parents of all second language learners in all district parent involvement activities.

* The ASPIRACORPS Program involves families and community groups in the design, development, implementation, delivery and evaluation of the program. The Program involves the active participation of students, parents, school teachers, guidance counselors, administrative personnel, and a number of community service organizations throughout the year. In addition, at the end of the year, the students, parents, teachers, and school guidance counselors will all participate in the evaluation of the effectiveness of the ASPIRACORPS Program, and make recommendations for any changes that need to be made.

* The schools where the ASPIRACORPS Programs are conducted and La Casa de Don Pedro and Focus where the After School Program is

based, are all easily accessible and inviting to community residents.

5. Family-Focused

* The central role families play in the student's development and well-being is considered to be of utmost importance. Therefore, the ASPIRACORPS Program is reinforced by the the APEX (ASPIRA Parents for Educational Excellence) Program which provides parents with individual counseling, parenting skills workshops, home visits, and parent leaders programs, through which parents are trained to train other parents to become actively involved in the education of their children.

* The student is viewed as the focus of the ASPIRACORPS Program. We make every effort to have the students' parents become involved in the education of their children.

* The needs and goals of the student have been identified as the target of our services. Since the needs and goals of the family impact on the student, we work closely with the parents through our APEX Program, through individual counseling and other services, to address those needs or to refer parents/family to other social service providers who can address them.

* Formal networks of support for the family have been established through our APEX Program. We also collaborate with other social service providers in Newark to whom we refer families for services that we do not provide.

* Our APEX Coordinator meets with the student's families both on an individual basis, through counseling sessions, home visits, and parenting skills workshops. The coordinator has been trained to share complete, unbiased information with families/parents on a continuous basis and in a supportive manner. All individual counseling sessions with parents/families are kept in strict confidence.

* Flexible, comprehensive services that focus on the multi-faceted needs of urban middle school students are provided through the ASPIRACORPS Program. The ASPIRACORPS Program provides extensive academic assistance; tutoring; and an opportunity to participate in meaningful community service. Our goal is to develop a more motivated, better educated, and more community conscious youth. We believe that education is key to enabling youths to move out of the poverty cycle in which they have been enmeshed. The needs of the student's family is addressed through the APEX Program, and through referrals to other social service agencies.

6. Marketing

* Marketing Plan

Once the AMERICORPS Initiative has been funded, we shall send press releases to the North Jersey newspapers, including the Star Ledger, as well as to the ASPIRA National Office who circulates more than 5,000 copies of its newsletter. We shall also write an article about the program and the United Way award in our own newsletter. The ASPIRACORPS Program will also be discussed on ASPIRA's cable show that airs a minimum of four times per year. Note: Each of the cable show discussions will be aired four times. Thus, we have an opportunity to promote our initiatives on television a total of 16 times. On occasion, ASPIRA is invited to speak about its programs on radio and we would use the opportunity to highlight the ASPIRACORPS Program.

We shall design a flyer and brochure about the program and United Way's sponsorship, to be distributed at meetings, and conferences, and to students, parents, teachers, and other interested members of the community. At the beginning of the school year, we shall make a presentation about the program at a school staff meeting and at the first PTA meeting of the Dr. Horton Elementary School and the Luis Munoz Marin School. We shall, of course also meet with the staff members and administrators of the schools in which the program is to be based. In addition, we shall make a presentation at the Newark School District's Advisory Board Meeting. Opportunities to discuss the initiative at educational conferences will be sought. Lastly, through on-to-one contact with the student, parents, school personnel, and community members the initiative will be further marketed.

The ASPIRACORPS Program proposes to address a critical phase in children that with each passing day becomes more complex. Most early adolescents experience many changes that are physical and social. However, few notice the changes and the demands that exist. The ASPIRACORPS Initiative, through its marketing scheme, will raise the level of awareness. Most importantly, the initiative must raise the awareness of every parent who has a child in the 6th-8th grade. This will be made possible by speaking to parent groups and at conferences throughout the year.

ASPIRA has always been indebted for the support it receives from the United Way. ASPIRA is more than willing to address United Way donors to articulate the importance of its support during its annual campaign. Also, through activities such as Celebrity Read, ASPIRA can highlight its initiative in working with you adolescents. Lastly, at any meeting where a presentation of the initiative is made, the United Way will be mentioned.

A critical benchmark for the ASPIRACORPS Initiative will be the level of receptivity given at the start of the school year to

ASPIRA by teachers and students. The ASPIRACORPS Initiative's success will depend on the willingness of students to participate in the program. Naturally, if students are interested in belonging to ASPIRA, programmatic efforts will flow easily.

The next benchmark will be the level of student participation at ASPIRA Club meetings and workshops by the middle of the academic year. Through the level of participation, ASPIRA can determine if the program components are having an impact. Of particular interest will be the academic and behavioral performance of students when the second report card is issued.

With regard to the parent (APEX) component, a key benchmark will be the level of parent participation at Parent/Teacher Association and school board meetings, increased visits to the school for non-discipline matters, and the level of communication with the ASPIRA Parent Advocate. Other benchmarks will be the number of parents who attend the parenting skills workshops.

Timeline of Specific Outlets to Be Used for Public and Media Relations Component

Work to Be Performed	Timeline
Preparation of news releases, brochures, and flyers	July 1997
News releases sent to newspapers	July 1997
News releases sent to ASPIRA National Office for their newsletter	July 1997
Article included in our newsletter (sent to 1,000 persons)	August 1997
4 speaking engagements scheduled for ASPIRA's Cable Show	July 1997
4 speaking engagements (each aired 4 times)	September 1997 - January 1998
Presentation of program to teachers, guidance counselors, and other school personnel, together with distribution of flyers and brochures	September 1997
Presentation of program to parents at first PTA meeting	September 1997
Distribution of flyers and brochures to students	September 1997

Letters sent to parents of students
recommended for the program

September -
October 1997

Presentation of program at educational
conferences

As scheduled
throughout the year

Discussion of program at individual
meetings scheduled with students, parents,
school personnel and community members.

As scheduled
throughout the year

Outline of Different Mediums To Be Used to Promote the Effect of
United Way's Support

- 1) Written material:
 - flyers
 - brochures
 - news releases
 - letters
- 2) Written material distributed to:
 - newspapers
 - cable television
 - educators
 - students
 - parents
 - interested community members
 - prospective funding sources
- 3) Personal presentations at:
 - conferences
 - school staff meetings
 - PTA meetings
 - individual counseling sessions with students
 - individual counseling sessions with parents
 - individual meetings with school guidance counselors
 - individual meetings with school teachers
 - individual meetings with school administrators
 - Newark Advisory Board Meeting
 - Cable television programs
 - Meetings with representatives of local government
 - Meetings with other interested community members
 - ASPIRA's special events

Outline of Year-Round Education/Outreach Efforts Designed to
Enhance Community Awareness and Involvement

Meetings with school staff
PTA meetings
Recruitment and orientation of students
Recruitment and orientation of parents for the APEX Program
Newark Advisory Board Meeting
Cable Television Programs

Educational conferences

ASPIRA special events:

- + Annual Youth Conference (to promote the use of early adolescent development)
- + Annual Awards Ceremony (recognizes students who have participated in the program)

Meetings with other interested community members

Meetings with prospective funders

Our objective is to promote, enhance and expand the program so that more disadvantaged youths can be served; and to obtain funding for its expansion. Success will be determined by the interest expressed in the program on the part of students, parents, teachers, guidance counselors; the number of students who have successfully gone through the program and benefited from it; and by the funding received for the program's expansion and enhancement.

How We Market Our Initiatives to Other Funders

We search for funding for our programs on an ongoing basis through our Development Office, and through the efforts of the ASPIRA Board of Directors. The initiatives are marketed to other funders by submitting proposals and applications, together with a letter and accompanying brochures about ASPIRA and its programs. We also market our initiatives at meetings with prospective funders, and make follow-up phone calls, especially to private funders. When awarded a substantial grant or if we are starting a new initiative, we send press releases to the North Jersey newspapers, and discuss the initiatives on cable television, and at conferences, and meetings, as described earlier.

CASE HISTORIES

-Service learning is an important component of AmeriCorps service. Members serving at an alternative high school introduced community service to the students as an alternative method to learning. They identified a local soup kitchen where students would have the opportunity to serve lunch to the homeless population, and gain community consciousness insight. AmeriCorps Members then advocated to incorporate service-learning into the high school curriculum for academic credit. The Members expressed the importance of the hands-on approach to teaching and learning. Members presented their service-learning project to the school administration and they agreed to pilot the opportunity. Students began their service in November and continued through June. Many expressed an interest and commitment to seek other service opportunities after high school.

-During the month of June, last year, an ASPIRA AmeriCorps student at Luis Muñoz Marín was presented with the *ASPIRA Future Community Service Award* at the annual ASPIRA Awards Night Ceremony. The award recipient assisted with the SHARE NJ monthly project, helped paint murals, and served at beautification projects, to name a few. The young man, unselfishly, provided hours of service to ASPIRA/AmeriCorps and his community. Approximately, three weeks later, the parent of the student was selected to receive a community service award from the New Jersey State Commission on National Service. The mother gave generously to the community and helped ASPIRA AmeriCorps with a number of their projects. She was presented with a plaque at the State Commission's end of year awards ceremony. ASPIRA AmeriCorps was honored to be part of this unique experience: two family members, mother and son, as recipients of service awards for their priceless contributions to community service.

-Members at Rafael Hernández advocated for a student's (Javier's) right to a "thorough and efficient" education. Javier experienced difficulty with the English language and was placed in a mainstream academic class. Members who tutored Javier identified the existing problem and communicated their concern. Members talked to Javier's parent, his teachers and school administrators. The school administration tested Javier in English proficiency and concluded that he required English as a Second Language (ESL) assistance. Javier was then placed in an ESL class, the Member reported that Javier is making progress and has demonstrated an increase in self-esteem.

7. Estimated Cost of the Initiative.

. Attached you will find an estimated budget with narrative.

. The total request from United Way of Essex and West Hudson for the ASPIRACorps Program is \$43,394. The funding that is being requested will ensure that the ASPIRACorps program continues to provide critical support services to the Newark Public Schools, but more importantly to students who report low levels of educational attainment. ASPIRACorps purpose is to ensure that conscious individuals are afforded the opportunity to serve their community. ASPIRACorps serves as the vehicle for members to provide meaningful and necessary skills to an ailing school system. ASPIRA must be able to demonstrate that the local community endorses its AmeriCorps initiative, thus we are seeking matching funds to support the program. As an AmeriCorps site for the past three years, our program and members have been "getting things done." It has helped hundreds of children in the classroom, facilitated community service projects for the schools, and inspired the belief in our children that they can succeed. The ASPIRACorps program is an excellent example of collaboration. It connects the school, the community, family, and other agencies to focus on the academic and civic development of a student.

. The main funder for ASPIRACorps has been the Corporation for National Service. However, this year a proposal has been submitted to the Geraldine Dodge Foundation. Also, efforts are being made by the Newark Public School District to assist in matching funds for the program. ASPIRA has established an excellent working relationship with the superintendent's office and we will continue to explore areas to seeking funding leverage to enhance the program.

. According to ASPIRA's agency wide budget the total percentage of management/administrative/fundraising cost is 15.8%. ASPIRA will not apply any administrative cost to the United Way request.

. Approximately 600 students will benefit from services provided through ASPIRACorps. The cost per client is \$470.

. The main benefactor of ASPIRACorps is the Newark School District. Members chosen to serve are experienced individuals who are qualified to minimally provide in class teaching assistance. The starting salary for a Teacher Aide is \$18,000. The Newark school district thus yields a savings of close to \$180,000. The ASPIRACorps Members also provide after school tutoring to the schools, La Casa De Don Pedro, and Focus for a total of 10 hours/week/member at @ \$10/hour. Tutoring is offered approximately 32 weeks out of the year. Savings in tutoring overall amounts to \$32,000.

**United Way of Essex and West Hudson
BUDGET NARRATIVE**

Initiative Funding

Initiative Name: **ASPIRACorps**

PERSONNEL	United Way	Other	In Kind	Total
Executive Director 10% of \$50,000			\$5,000 00	\$5,000 00
Program Director 100% dedicated to the program		\$35,500 00		\$35,500 00
Secretary (@15% of \$24,000)		\$2,400 00	\$1,200 00	\$3,600 00
Fiscal Officer (@ 15% of 33,000)		\$3,500 00	\$1,750 00	\$5,250 00
ASPIRACorps Members (A total of 12 Members will provide Teaching Assistance and tutoring Afterschool. Each member receives a taxable stipend 10 members receives a stipend that equals \$11,176 2 members (team leaders) earn \$13,970 each)	\$36,162 00	\$103,540 00		\$139,702 00
Total Salary	\$36,162.00	\$144,940.00	\$7,950.00	\$189,052.00
Fringes @23% FICA at 7.65% SUI at 3.5% Health at 11.85%	\$7,232 00	\$33,336 00	\$2,913 00	\$43,481 00
Total Personnel	\$43,394.00	\$178,276.00	\$10,863.00	\$232,533.00
OFFICE SPACE				
Rent @ \$3.50/sq ft Total space @ 2,000 sq ft		\$7,000 00		\$7,000 00
Utilities (pro-rated at @ \$1,000/month)		\$500 00	\$1,000 00	\$1,500 00
Telephone (13 full-time staff @ \$20/month)		\$1,450 00	\$1,670 00	\$3,120 00
General Insurance (Agency Premium averages \$7,000/yr)			\$1,000 00	\$1,000 00
Total Office Space	\$0.00	\$8,950 00	\$3,670.00	\$12,620.00

OFFICE SUPPLIES

Postage (to mail notices, letters, and general communications to homes and support general programmatic Mailings)	\$300.00		\$300.00
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Office Supplies (purchase of general office supplies and service gear)	\$2,649.00	\$1,310.00	\$3,959.00
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Equipment Rental (Rental of Copier pro-rated at \$2,800/mo.)	\$1,000.00		\$1,000.00
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Total Office Supplies	\$3,949.00	\$1,310.00	\$5,259.00
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ACTIVITIES

Student Transportation (Bus Rental for school trips to colleges and Museums and Shuttle Service to Afterschool Programs)	\$4,700.00		\$4,700.00
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Staff Travel (local transportation cost to conduct home visits, attend meetings, etc.)	\$2,900.00		\$2,900.00
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Training (Service learning exercises, group dynamics and basic counseling techniques)	\$1,560.00	\$2,000.00	\$3,560.00
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Meetings (Corporation for National Service)	750		750
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Total Activities	\$9,910.00	\$2,000.00	\$11,910.00
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Indirect cost (10% of Corporation for National Service)	\$8,149.00	\$11,959.00	\$20,108.00
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TOTAL EXPENSES	\$43,394	\$209,234	\$29,802	\$282,430
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Collaborating Agencies

Newark Public Schools is the primary collaborator with the ASPIRACorps Program. Total savings to the Newark Schools system is approximately \$180,000. This is cost out at the average Teacher Aides Salary of \$18,000.

La Casa de Don Pedro will receive two ASP RACorps Members to offer tutorial service twice a week in their After-school program. Approximately 10 hours of tutoring will be offered, thus saving La Casa approximately \$100 weekly for over 32 weeks totals a savings of \$3,200.

Overall expense to La Casa is:	\$0.00
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FOCUS will also receive two ASPIRACorps workers for Afterschool assistance. Savings to FOCUS will be \$3,200.

Overall expense to FOCUS is:	\$0.00
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Total expense for collaborative effort is:	\$0.00
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REVENUE

FOUNDATIONS:	Amount	Status
Geraldine Dodge Foundation	\$50,000.00	Pending
GOVERNMENT		
Corporation For National Service (RFP has not been released yet, we to re-apply for funding in April, 1997)	\$163,070.00	Pending
IN-KIND	\$29,802.00	Pending
1997-98 United Way Request	\$43,394.00	
Total all Revenue	\$282,430.00	
Total Agency Budget (1996-97)	\$1,122,129.00	
Total Agency Revenue (1996-97)	\$1,147,938.00	
Unit Cost Per Client: ASPIRACorps Program		470/Client

APPENDICES

JOB DESCRIPTION

POSITION: ASPIRACorps Director (Note: Also referred to as AmeriCorps Director)

DEFINITION: The ASPIRACorps Director is responsible for directly supervising all student-related services offered in the ASPIRACorps programs established at the centers

He/she is accountable to the Executive Director.

GENERAL RESPONSIBILITIES: He/she is responsible for directly supervising all student-related services offered through the ASPIRACorps Programs established in the centers. Also, he/she is responsible for the training and evaluation of program staff.

SPECIFIC RESPONSIBILITIES: The ASPIRACorps Director is responsible for the following:

OVERALL MANAGEMENT (PROGRAM RELATED)

Responsible for the supervising of all ASPIRACorps Programs involving student-related services offered within the agency.

Establish regular performance monitoring and reporting systems to insure that program objectives are being achieved and deadlines are met.

Provide the Corps members with the necessary resources and advice to successfully implement and carry out the program's services. Plan and develop an ongoing program for the training staff.

Coordinate and prepare an agency annual work plan, give support and follow-up to coordinators in implementing the annual work plan.

Gather, prepare and disseminate all supportive program materials.

Develop and implement an ongoing evaluation of the agency's ASPIRACorps programs.

Responsible for reviewing all program related reports and insuring their delivery on time to the appropriate funding sources.

Approve and monitor all program-related activities.

Prepare special assigned and annual reports for program funding sources.

Insure that all proposal guidelines and contract requirements are being met.

Submit monthly reports about the ASPIRACorps program to the Executive Director.

PROPOSAL MANAGEMENT

The ASPIRACorps Director is responsible for directly supervising the Corps members. He/she is responsible for evaluating the coordinator's performance.

He/she will prepare all Employee Performance Appraisals.

In conjunction with the Corps members, recruit, interview, and recommend personnel for hiring to the Executive Director.

Abide by all of the agency's policies and procedures.

PROPOSAL/CONTRACT DEVELOPMENT

Develop areas of data collection necessary for proposal development. Assist in the development of proposal writing and in the interpretation of state and federal legislation and project guidelines.

BUDGET ADMINISTRATION

Review, on a monthly basis, all program related budgets with the Executive Director and Fiscal Officer to insure appropriate spending.

Approve all program related expenses prior to requesting funds.

Job Description

Position	AmeriCorps Member
General Responsibilities:	<p>The ASPIRA/AmeriCorps Member has the responsibility of providing 1700 hours of service in the field of education, leadership development, and community collaboration. Such services include, but are not limited to, in-class teacher assistance, the facilitation of school-based activities, the development of partnerships and participating in community service events and initiatives. Members report to the Team Leader.</p>
Specific Responsibilities:	<p>To provide in-class academic support to youth at a designated school and document the progress of students.</p> <p>To provide after-school and weekend activities for youth in the areas of educational enrichment and service-learning.</p> <p>To identify and participate in at least one community partnership.</p> <p>To coordinate and organize at least one community service activity that encourages youth and community participation.</p> <p>To participate in Member training, education activities and service events.</p> <p>To ensure that all service activities are consistent with the program goals and objectives.</p>

ASPIRACORPS INITIATIVE PROGRAM TIMELINE

Work to be Performed	Timeline
Hiring of staff	July 1997
Staff Orientation and Training	July-August 1997
Pre-program Planning 1997	August-September
Introduction to School (of new staff)	September
Participant Identification and Selection	October 1997 - January 1998
In-School Recruitment:	
Review school records	
Meet with school staff	
Classroom presentations	
Receive referrals from community agencies	
Participant Assessment	October 1996 - December 1996
In-depth interviews	
Written student needs assessment	
Develop individual student plan	
Participant Services	
Direct Student Services	October 1997- June 1998
Life Skills Workshops	
Parenting Skills Workshops	
Academic Counseling	
Tutoring	
Career Development	
Career Day Conference	
Vocational/Career Counseling	
Leadership Development	
Leadership Retreat	
ASPIRA Club	
Indirect Student Services	
Parental contacts made	
Collaboration with educational institutions and community based organizations	

Follow-Up and Monitoring Process

October 1997 -
June 1998

Complete intake forms
Review report cards
Review attendance records
Survey of students, parents and teachers

ASPIRA/AmeriCorps

